

The Buddha-Dharma Centre of Hong Kong Limited
2026/27 Diploma in Buddhist Studies (English Medium) Programme - Course Syllabus

Details of the course units:

BUDDHIST PHILOSOPHY

Course Unit Code:	BUPH 13014	
Course Unit Name:	Fundamental Teachings of Early Buddhist Philosophy	
Credit Value:	4	
Core/Optional:	Compulsory	
Aim / Intended Learning Outcomes:		
At the completion of this course unit, students will be able to		
<ol style="list-style-type: none"> 1. identify fundamentals of early Buddhist teachings 2. point out its uniqueness 3. apply the method of Four Noble Truths to solve problems 4. analyse the Five Aggregates, twelve Faculties and eighteen Elements 5. show how to use the teaching of three characteristics to face worldly vicissitudes 6. point out the ethical significance of Middle Path 7. distinguish the uniqueness of Dependent Origination 8. explain how to obtain benefits in this life by practising Buddhist teachings 		
Content:		
Early Buddhism, its nature, objectives and uniqueness, primary sources of early Buddhism, analytical study of being and the world, analysis of aggregates, twelve faculties, eighteen elements, three characteristics, its universality, theory of soullessness and its significance, Dependent Origination and synthesis reflected therein, primary and secondary objectives of Dependent Origination, Four Noble Truths, reality of human life and cessation reflected therein, unsatisfactoriness and release from it, Middle Path and synonymous terms, <i>kamma</i> , <i>kammic</i> retribution, rebirth, cycle of existence, distinctive characteristics reflected therein, inter-relationship of the fundamentals of early Buddhist Teachings, Early Buddhist teaching on the release from cycle of rebirth, Comparative study of the early Buddhist teachings and various trends reflected therein		
Teaching / Learning Methods:		
Lectures, discussions, exercises, assignments, workshops, group activities, field studies		
Number of Notional Hours - 200		
Lectures / Tutorials / Presentations / Practical Sessions – 60 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 140 hrs	
Evaluation and Assessment		
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities		Final Assessment - 60% Answer 4 out of 8 questions in 3 hrs
References / Reading Materials:		
<ol style="list-style-type: none"> 1. Bodhi, Bhikkhu (2020). <i>The Noble Eightfold Path: Way to the End of Suffering</i>, BPS Pariyatti. 2. Gnanarama, Pategama (2005). <i>Essentials of Buddhism</i>, Singapore. 3. Gethin, Rupert (1998). <i>The Foundations of Buddhism</i>, Oxford University Press. 4. Horner, I. B. <i>Middle Length Sayings</i>, Delhi: Motilal Banarsidass. 5. Jayatilleke, K. N. (1963). <i>Early Buddhist Theory of Knowledge</i>, pp. 1.168, London. 6. Jayatilleke, K. N. (2010). <i>Facets of Buddhist Thought</i>, Kandy: Buddhist Publication Society. 7. Kalupahana, D. J. (1975). <i>The Central Philosophy of Buddhism</i>, University Press of Honolulu. 		

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Course Unit Code:	BUPH 13014
Course Unit Name:	Fundamental Teachings of Early Buddhist Philosophy
8.	Kalupahana, David J. (1976). <i>Buddhist Philosophy - A Historical Analysis</i> , Honolulu: The University Press.
9.	Karunaratna, W. S. (1988). <i>The Theory of Causality in Early Buddhism</i> , Nugegoda: Indumati Karunaratne.
10.	Karunaratna, W. S. (1988). <i>Buddhism: Its Religion and Philosophy</i> , Singapore Buddhist Research Society.
11.	Oldenberg, Hermann (1997). <i>Buddha: His Life-His Doctrine-His Order</i> , New Delhi: Aravali International.

Course Unit Code:	BUPH 13022
Course Unit Name:	Indian Background of Buddhist Philosophy
Credit Value:	2
Core/Optional:	Optional
Aim / Intended Learning Outcomes:	
At the completion of this course unit, students will be able to	
1. identify the Indian philosophical background	
2. illustrate the contemporary Indian philosophical movements	
3. show the causes that led to emergence Buddhist movement	
4. explain how contemporary religions defined human problems	
5. point out why theory and practice should be combined	
6. discuss basic Buddhist thoughts and non-Buddhist views comparatively	
7. compare Buddhism with the development of Indian thoughts	
8. compare and contrast the different philosophical views of Śramaṇa tradition	
Content:	
Pre- <i>vedic</i> period: religious and philosophical trends, various beliefs and practices; Vedic period: polytheism and its special characteristics, monotheism, religious and philosophical trends reflected therein; Brāhmaṇa period: Formation of religion, sacrifice; <i>Āraṇyaka</i> and <i>Upaniṣad</i> period: search for ultimate reality and means of knowledge, theory of soul, concept of Brahman; evolution of Indian philosophy: eternalism, materialism and the religious views related to them; Śramaṇa thought and traditions: <i>Ājīvaka</i> , <i>Jaṭila</i> , <i>Paribrājaka</i> , <i>Nigaṇṭha</i> etc.; Six heretical teachers and their philosophies, <i>Akiriya-vāda</i> , <i>Niyati-vāda</i> , <i>Amarāvikkhepa-vāda</i> , <i>pubbekata hetu-vādaya</i> and Jainism	
Teaching / Learning Methods:	
Lectures, discussions, exercises, assignments, workshops, group activities, field studies	
Number of Notional Hours - 100	
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs
Evaluation and Assessment	
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Final Assessment - 60% Answer 4 out of 8 questions in 2 hrs
References / Reading Materials:	
1. Bapat, P. V. (1959). <i>2500 Years of Buddhism</i> , Delhi: Motilal Banarsidass.	
2. Kalupahana, D. J. (1975). <i>The Central Philosophy of Buddhism</i> , University Press of Honolulu.	

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Course Unit Code:	BUPH 13022
Course Unit Name:	Indian Background of Buddhist Philosophy
3.	Kalupahana, David J. (1976). <i>Buddhist Philosophy - A Historical Analysis</i> , Honolulu: The University Press.
4.	Karunaratna, W. S. (1988). <i>The Theory of Causality in Early Buddhism</i> , Nugegoda: Indumati Karunaratne.
5.	Karunaratna, W. S. (1988). <i>Buddhism: Its Religion and Philosophy</i> , Singapore Buddhist Research Society.
6.	Oldenberg, Hermann (1997). <i>Buddha: His Life-His Doctrine-His Order</i> , New Delhi: Aravali International.
7.	Pande, G. C. (1974). <i>Studies in the Origins of Buddhism</i> , Delhi: Motilal Banarsidass.
8.	Warder. A. K. (1980). <i>Indian Buddhism</i> , Delhi: Motilal Banarsidass.

Course Unit Code:	BUPH 13032
Course Unit Name:	Abhidhamma and Development of Buddhist Thought
Credit Value:	2
Core/Optional:	Optional
Aim / Intended Learning Outcomes:	
At the completion of this course unit, students will be able to	
1. define Abhidhamma in respective of teachings in the Tipitaka	
2. explain origin and evolution of Abhidhamma	
3. discuss the psychological importance of Abhidhamma	
4. show schools of Abhidhamma and their teachings	
5. explain the influence of sectarian views on the history of Buddhist Philosophy	
6. examine controversial points found in Abhidhamma movements	
7. distinguish the theoretical significance of their arguments to resolve religious and philosophical issues	
8. explain the method of analysis in Abhidhamma	
Content:	
Analytical teachings in early Buddhism, various causes that led to schism, background for Second Buddhist Councils, origin, and development of Abhidhamma, teachings of <i>Mahāsāṅghika</i> , Abhidhamma of Theravada and <i>Sarvastivāda</i> , their origin and fundamental teachings, origin of <i>Lokottaravāda</i> , concept of Buddha in <i>Lokottaravāda</i> and early Buddhist foundation of it, <i>Theravāda</i> concept of elements of existence, <i>Puggalavāda</i> and its origin, use of early Buddhist discourses as evidence in substantiation of their arguments, <i>Sarvāstivāda</i> , concept of Dhamma and trend towards the negation of person, <i>Sautrāntikas</i> , significance of the theory of moments and concept of Dhamma. Abhidhamma doctrines and controversies on perception	
Teaching / Learning Methods:	
Lectures, discussions, exercises, assignments, workshops, group activities, field studies	
Number of Notional Hours - 100	
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs
Evaluation and Assessment	
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Final Assessment - 60% Answer 4 out of 8 questions in 2 hrs

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Course Unit Code:	BUPH 13032
Course Unit Name:	Abhidhamma and Development of Buddhist Thought
References / Reading Materials:	
1.	Conze, Edward (1962). <i>Buddhist Thought in India – Three Phases of Buddhist Philosophy</i> , London: Allen & Unwin.
2.	Dhammajoti, K. L. (2015). <i>Sarvastivada Abhidharma</i> , The Buddha-Dharma Centre of Hong Kong.
3.	Dhammajoti, K. L. (2018) <i>Abhidharma Doctrines and Controversies on Perception</i> , The University of Hong Kong.
4.	Dhammajoti, K. L. (2008). <i>Entrance into the Supreme Doctrine Skhandila's Abhidhammavataṛa</i> , The University of Hong Kong.
5.	Dube, D. N. (1980). <i>Crosscurrents in Early Buddhism</i> , Delhi: Motilal Banarsidass.
6.	Dutt, N. (1978). <i>Buddhist Sects in India</i> , Delhi: Motilal Banarsidass.
7.	Bapat, P. V. (1959). <i>2500 Years of Buddhism</i> , Delhi: Motilal Banarsidass.
8.	Galmangoda, Sumanapala (1998). <i>An introduction to Theravāda Abhidhamma</i> , Singapore.
9.	Galmangoda, Sumanapala (2005). <i>Abhidhammic Interpretation of Early Buddhist Teachings</i> , Singapore.
10.	Kalupahana, David J. (1976). <i>Buddhist Philosophy - A Historical Analysis</i> , Honolulu: The University Press.
11.	Karunaratna, W. S. (1988). <i>Buddhism: Its Religion and Philosophy</i> , Singapore Buddhist Research Society.
12.	Karunadasa, Y. (2010). <i>The Theravada Abhidhamma</i> , The University of Hong Kong.

Course Unit Code:	BUPH 13062
Course Unit Name:	Selected Readings in Buddhist Sanskrit Literature
Credit Value:	2
Core/Optional:	Optional
Aim / Intended Learning Outcomes:	
At the completion of this course unit, students will be able to	
1.	explain development of Buddhist teachings
2.	describe the causes led to origin of Buddhist Sanskrit Literature
3.	show the geographical expansion of Buddhist Sanskrit literature
4.	read and explain the content of textual passages
5.	introduce authors and Buddhist schools that formed Buddhist Sanskrit texts
6.	discuss the socio-cultural facts that influenced on the formation of texts
7.	compare and contrast with the Pali counterparts
8.	explain the impact of Buddhist Sanskrit literature on the Buddhist movement
Content:	
Development of Buddhist literature, geographical expansion; Introduction to Buddhist Sanskrit literature; Buddhist schools and textual compilers, the impact on and from Buddhist Sanskrit literature, reading and analyzing of textual passages from the <i>Saddharmapuṇḍarīka sūtra</i> , <i>Sukhāvātī-vyūha-sūtra</i> , <i>Sandhinirmocana-sūtra</i> , <i>Prajñāpāramitā hṛdaya</i> , <i>Vajracchedikā</i> <i>Prajñāpāramitā</i> and the <i>Aṣṭasāharikā</i> <i>Prajñāpāramitā</i> ; passages from the <i>Abhidharmakośabhāṣya</i> , <i>Viṃśatikā</i> and <i>Triṃśatikā</i> <i>Vijñaptimātratā- siddhi</i>	
Teaching / Learning Methods:	
Lectures, discussions, exercises, assignments, workshops, group activities, field studies	
Number of Notional Hours - 100	

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Course Unit Code:	BUPH 13062
Course Unit Name:	Selected Readings in Buddhist Sanskrit Literature
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs
Evaluation and Assessment	
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Final Assessment - 60% Answer 4 out of 8 questions in 2 hrs
References / Reading Materials:	
<ol style="list-style-type: none"> 1. Alen, Cole (2005). <i>Text as Father: Paternal Seductions in Early Mahayana Buddhist Literature</i>, University of California Press. 2. Dhammajoti, K. L. (2021). <i>Reading Buddhist Sanskrit Texts: An Elementary Grammatical Guide</i>, The Buddha-Dharma Centre of Hong Kong. 3. Conze, E. (1968). <i>Selected Sayings from the Perception of Wisdom</i>, London. 4. _____, (1960). <i>The Perfection of Wisdom in Eight Thousand Slokas</i>, Calcutta. 5. Lamotte, E. <i>The Vimalakīrti-nirdeśa</i>, English Translation by Sara Webs. 6. Nakamura, H. <i>Indian Buddhism</i>, Delhi. 7. Sangharakshita. <i>The Legacy of the Buddha</i>, London: Windhorse Publications. 8. Sara Web, <i>The Teaching of Vimalakīrti (Vimalakīrtinirdeśa): From the French Translation with Introduction and Notes</i>. 9. Yin Shun (1974). <i>An Introduction to the Buddha-dharma (佛法概論)</i>, Taipei. 10. Yin Shun (1978). <i>Lecture Notes on the Prajñāpāramitā Sūtras (般若經講記)</i>, Taipei. 11. Yin Shun. <i>Lecture Notes on the Śrīmālā-devī-siṃhanāda-sūtra (勝鬘夫人獅子吼經講記)</i>, Taipei. 12. Yan Pei. <i>Lecture Notes on the Sandhinirmocana-sūtra (解深密經講記)</i>, Singapore. 	

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BUDDHIST CULTURE

Course Unit Code:	BUCU 13014	
Course Unit Name:	Historical Background of Buddhist Culture	
Credit Value:	4	
Core/Optional:	Compulsory	
Aim / Intended Learning Outcomes:		
At the completion of this course unit, students will be able to		
<ol style="list-style-type: none"> 1. explain cultural background of India in the 6th century 2. show cultural revolution created by Buddhism in India 3. describe fundamentals of Buddhist culture 4. show the connection between Buddhist culture and human rights 5. point out how Buddhist teachings differ from traditional Indian culture in theory and practice 6. clarify foundation of Buddhist culture is based on its fundamentals 7. explain the impact of Buddhist culture on environment. 8. describe Buddhist attitude towards human rights, language, gender, wealth, religious pluralism, economy, morality and ethics, social relationships, freedom of thoughts, environment, health and happiness. 		
Content:		
Cultural background in India in the 6th century BC, fundamental of Buddhist culture, Buddhism as a cultural movement; Buddhist perspective on politics, human rights, language, gender, wealth, religious pluralism, economy, morality and ethics, social relationships, freedom of thoughts, environment, health, and happiness		
Teaching / Learning Methods:		
Lectures, discussions, exercises, assignments, workshops, group activities, field studies		
Number of Notional Hours - 200		
Lectures / Tutorials / Presentations / Practical Sessions – 60 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 140 hrs	
Evaluation and Assessment		
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Final Assessment - 60% Answer 4 out of 8 questions in 3 hrs	
References / Reading Materials:		
<ol style="list-style-type: none"> 1. Abenayake, Oliver (1995). <i>Fundamental of Buddhist Policy</i>, Singapore: Tisarana Buddhist Association. 2. Conze, Edward (1994). <i>Buddhism its Essence and Development</i>, New Delhi: Munshiram Manoharlal. 3. Kalupahana, David, J. (1976). <i>Buddhist Philosophy, A Historical Analysis</i>, Honolulu: The University of Honolulu. 4. Dutt, Sukumar (1962). <i>Buddhist Monks and Monasteries of India</i>, London. 5. Guruge, Ananda W. P. (1984). <i>Buddhism the Religion and Its Culture</i>, Colombo: World Fellowship of Buddhists. 6. Gombrich, Richard (1996). <i>How Buddhism Began: The Conditional Genesis of the Early Teachings</i>, London, and Atlantic Highlands. 7. Jayatilake, K. N. (1962). <i>Ethics in Buddhist Perspective</i>, Kandy: Buddhist Publication Society. 8. Panabokke, Gunaratna (1993). <i>History of Buddhist Sangha in India Sri Lanka</i>, Colombo: Karunaratne and sons. 9. Banerjee, A. C. (1973). <i>Buddhism in India and Abroad</i>, Calcutta: World Press. 		

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Course Unit Code:	BUCU 13014
Course Unit Name:	Historical Background of Buddhist Culture
10.	Saddhatissa Thero, H. (1970). <i>Buddhist Ethics</i> , London: Allen and Unwin.

Course Unit Code:	BUCU 13022
Course Unit Name:	Modern Movements of Humanistic Buddhism
Credit Value:	2
Core/Optional:	Optional
Aim / Intended Learning Outcomes:	
At the completion of this course unit, students will be able to	
<ol style="list-style-type: none"> 1. show significant Buddhist movements in the East and West 2. show modern movements advocating the emphasis on “engaged Buddhism” 3. introduce Western thinking of the fundamental problem of human beings 4. describe Buddhist spiritual praxis in modern living movement initiated by the Venerable Tai Xu in China 5. explain the concept “Buddhism is for the living, not for the dead” 6. introduce Buddhist humanistic movements such as the Fo Guang Shan led by Venerable Shing-yun, Ci Ji led by Venerable Sheng yan 7. criticize Venerable Thich Nhat Hanh’s movement of mindfulness and “Engaged Buddhism” 8. examine Venerable Saṅgharakṣita’s “Friends of the Western Buddhist Order” 9. discuss on Goenka’s movement of mindfulness practice 10. criticize misuse of Buddhist practices for economic gain 11. examine the influence of Buddhism on non-Buddhist religious movements 12. Buddhist movements and political conflicts 	
Content:	
The early 20th century movement initiated by Venerable Tai Xu in China, his lectures and writings, his concept of Buddhism is for the living, not for the dead: subsequent Buddhist humanistic movements such as the Fo Guang Shan led by Venerable Shing-yun and Ci Ji led by Venerable Sheng-yan, Venerable Thich Nhat Hanh’s movement emphasizing the practice of mindfulness and “Engaged Buddhism”; Venerable Saṅgharakṣita’s “Friends of the Western Buddhist Order” movement that advocates a non-sectarian approach, conduct of Tibetan, Japanese Buddhist movements, Pure Land movement, behavior of Buddhist movements in Myanmar, Thailand, and Sri Lanka; the need of Buddhist movements based on authentic Buddhist teachings for modern societies	
Teaching / Learning Methods:	
Lectures, discussions, exercises, assignments, workshops, group activities, field studies	
Number of Notional Hours - 100	
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs
Evaluation and Assessment	
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Final Assessment - 60% Answer 4 out of 8 questions in 2 hrs
References / Reading Materials:	
1. Analayo (2009). <i>From Craving to Liberation</i> , New York: The Buddhist Association of the United States.	

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Course Unit Code:	BUCU 13022
Course Unit Name:	Modern Movements of Humanistic Buddhism
2.	Batchelor, S. (1994). <i>The awakening of the West: The encounter of Buddhism and Western culture</i> , Berkeley, CA: Parallel Press.
3.	Conze, Edward (1994). <i>Buddhism its Essence and Development</i> , New Delhi: Munshiram Manoharlal.
4.	Christopher S. Queen, Sallie B. King (ed.) (1996). <i>Engaged Buddhism</i> , State University of New York Press.
5.	Jayatilake, K. N. (1962). <i>Ethics in Buddhist Perspective</i> , Kandy: Buddhist Publication Society.
6.	Guruge, Ananda W. P. (1984). <i>Buddhism the Religion and Its Culture</i> , Colombo: World Fellowship of Buddhists.
7.	Aronson, Harvey (1980). <i>Love and Sympathy in Theravada Buddhism</i> , Varanasi: Motilal Banarsidass.
8.	Saddhatissa Thero, H. (1970). <i>Buddhist Ethics</i> , London: Allen and Unwin.
9.	Sangharakshita. <i>A Survey of Buddhism</i> 2nd ed., London: Wind horse Publication.
10.	Sangharakshita. <i>The Legacy of the Buddha</i> , London: Windhorse Publication.
11.	Thich Nhat Hanh (1999). <i>The Miracle of Mindfulness A Manual on Meditation</i> , Beacon Press.
12.	Thich Nhat Hanh (2001). <i>Essential Writings</i> , Robert Ellsberg (Editor), Orbis Books.

Course Unit Code:	BUCU 13032
Course Unit Name:	Buddhist Ethics
Credit Value:	2
Core/Optional:	Optional
Aim / Intended Learning Outcomes:	
At the completion of this course unit, students will be able to	
1. define what ethics is and introduce Buddhist ethics	
2. clarify ethics found in the Sutta and Vinaya Pitaka	
3. apply Buddhist ethics to establish peace and wellbeing of individual and society	
4. describe Buddhist ethics fitting to health and longevity	
5. explain the significance of etiquettes for interpersonal relationships	
6. show how Buddhist ethics are fitting to human life and environment	
7. discuss on Buddhist ethics for multi-cultural and multi-religious society	
8. discuss whether Buddhist ethics contradict with economic development	
9. introduce Buddhist ethics for sustainable development	
10. emphasize the necessity of ethics to attain to ultimate goal	
Content:	
Religious and philosophical definitions to ethics; Buddhist discourses leading to ethics; freewill and morality, <i>kusala-akusala</i> ; ethics in the sutta and <i>vinaya pitaka</i> , criteria of ethical judgment, duty and obligation, ethics for social harmony and welfare, Buddhist ethics related to religion, politics, economics, environment, and society, teacher-pupil ethics, ethics for health, longevity, interrelationship, ethics for attaining to emancipation	
Teaching / Learning Methods:	
Lectures, discussions, exercises, assignments, workshops, group activities, field studies	
Number of Notional Hours - 100	

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Course Unit Code:	BUCU 13032	
Course Unit Name:	Buddhist Ethics	
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs	
Evaluation and Assessment		
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Final Assessment - 60% Answer 4 out of 8 questions in 2 hrs	
References / Reading Materials:		
<ol style="list-style-type: none"> 1. de Silva, Padmasiri (1979). <i>An Introduction to Buddhist Psychology</i>, London: Macmillan. 2. Galmangoda, Sumanapala (2005). <i>Buddhist Social Philosophy and Ethics</i>, Singapore. 3. Guruge, Ananda W. P. (1984). <i>Buddhism the religion and its culture</i>, Colombo: Dharmaduta. 4. Jayatileke, K. N. (1972). <i>Ethics in Buddhist Perspective</i>, Kandy: BPU. 5. Keown, D. (2005). <i>Buddhist Ethics</i>, Oxford University Press. 6. Pemasiri, P. D. (2002). <i>Ethics in Buddhism</i>, Encyclopedia of Buddhism, Extract No. 01, Colombo. 7. Rune Johansson, E. A. (1985). <i>The Dynamic Psychology of Early Buddhism</i>, London: Curzon Press. 8. Saddhatissa Thero, H. (1970). <i>Buddhist Ethics</i>, London: Allen and Unwin. 9. Tachibana, S. (1997). <i>Ethics in Buddhism</i>, Surrey. 		

Course Unit Code:	BUCU 13042	
Course Unit Name:	Buddhist Cultural Diversity	
Credit Value:	2	
Core/Optional:	Optional	
Aim / Intended Learning Outcomes:		
At the completion of this course unit, students will be able to		
<ol style="list-style-type: none"> 1. introduce the history of Buddhist culture in India 2. show geographical expansion of Buddhist culture 3. explain cultural difference in three traditions: Theravada, Mahayana and Vajrayana 4. describe characteristics of Buddhist culture in Theravada countries 5. introduce the cultural identity of countries where Mahayana is predominant 6. point out the past and present of Vajrayana Buddhist culture in the world 7. show new forms of cultures where Buddhism is involved 8. explain the impact of Buddhist culture in making life healthy and stress free 9. evaluate the contribution of Buddhist culture in achieving ultimate goal of Buddhism 10. describe Buddhist cultural practices performed in certain events of human life, differently 11. evaluate the practical aspect of Buddhist culture in present world 		
Content:		
History of Buddhist culture in India, geographical expansion of Buddhist culture, cultural difference in three traditions: Theravada, Mahayana and Vajrayana, characteristics of Buddhist culture in Theravada countries, cultural identity of countries where Mahayana is predominant, past and present of Vajrayana Buddhist culture in the world, new forms of cultures where Buddhism is involved, impact of Buddhist culture in making life healthy and stress free, contribution of		

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Course Unit Code:	BUCU 13042	
Course Unit Name:	Buddhist Cultural Diversity	
Buddhist culture in achieving ultimate goal of Buddhism, Buddhist cultural practices performed differently in different countries, practical aspect of Buddhist culture in present world		
Teaching / Learning Methods: Lectures, discussions, exercises, assignments, workshops, group activities, field studies		
Number of Notional Hours - 100		
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs	
Evaluation and Assessment		
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities		Final Assessment - 60% Answer 4 out of 8 questions in 2 hrs
References / Reading Materials:		
<ol style="list-style-type: none"> 1. Banerjee, A. C. (1973). <i>Buddhism in India and Abroad</i>, Calcutta. 2. Batchelor, S. (1994). <i>The Awakening of the West: The Encounter of Buddhism and Western Culture</i>, Berkeley, CA: Parallel Press. 3. de Silva, Padmasiri (1979). <i>An Introduction to Buddhist Psychology</i>, London: Macmillan. 4. Galmangoda, Sumanapala (2005). <i>Buddhist Social Philosophy and Ethics</i>, Singapore. 5. Guruge, Ananda W. P. (1984). <i>Buddhism the religion and its culture</i>, Colombo: Dharmaduta. 6. Hazra, K. L. (1982). <i>History of Theravada Buddhism in South-east Asia</i>, New Delhi. 7. Hirakawa, Akira (1990). <i>A History of Indian Buddhism; from Sakyamuni to Early Mahayana</i>. 8. Jayatileke, K. N. (1972). <i>Ethics in Buddhist Perspective</i>, Kandy: BPU. 9. Ridley, M. (1980). <i>The Art of World Religions: Buddhism</i>, New York. 10. Rune Johansson, E. A. (1985). <i>The Dynamic Psychology of Early Buddhism</i>, London: Curzon Press. 11. Saddhatissa Thero, H. (1970). <i>Buddhist Ethics</i>, London: Allen and Unwin. 12. Tachibana, S. (1997). <i>Ethics in Buddhism</i>, Surrey. 		

Course Unit Code:	BUCU 13052	
Course Unit Name:	Buddhist Cultural Diversity	
Credit Value:	2	
Core/Optional:	Optional	
Aim / Intended Learning Outcomes:		
At the completion of this course unit, students will be able to		
<ol style="list-style-type: none"> 1. introduce three Buddhist Councils 2. show the causes leading to schism in Buddhist Order 3. explain early Buddhist schools in brief 4. introduce philosophical and cultural trends of early Buddhist schools 5. describe the origin of Theravada and Mahayana traditions 6. introduce the centres of Theravada and Mahayana 7. introduce geographical expansion of Northern and Southern Buddhism 8. explain regional socio-cultural and political impact in the formation of Theravada and Mahayana 		

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Course Unit Code:	BUCU 13052
Course Unit Name:	Buddhist Cultural Diversity
9. introduce cultural identity of Theravada and Mahayana 10. introduce recent divisions and new movements of Theravada and Mahayana	
Content: Three Buddhist Councils causes leading to schism in Buddhist Order, early Buddhist schools, philosophical and cultural trends of early Buddhist schools, origin of Theravada and Mahayana traditions, centres of Theravada and Mahayana, geographical expansion of Northern and Southern Buddhism, regional socio-cultural and political impact in the formation of Theravada and Mahayana, cultural identity of Theravada and Mahayana, recent divisions and new movements of Theravada and Mahayana, common practices of two traditions	
Teaching / Learning Methods: Lectures, discussions, exercises, assignments, workshops, group activities, field studies	
Number of Notional Hours - 100	
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs
Evaluation and Assessment	
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Final Assessment - 60% Answer 4 out of 8 questions in 2 hrs
References / Reading Materials:	
<ol style="list-style-type: none"> 1. Anuruddha, K. (2008). <i>The First and Second Buddhist Councils</i>, Hong Kong. 2. Banerjee, A. C. (1973). <i>Buddhism in India and Abroad</i>, Calcutta. 3. Bapat, P. V. (1959). <i>2500 years of Buddhism</i>, Delhi. 4. Conze, Edward (1962). <i>Buddhist thought in India</i>, London: Allen and Unwin. 5. Galmangoda, Sumanapala (2005). <i>Buddhist Social Philosophy and Ethics</i>, Singapore. 6. Guruge, Ananda, W. P. (1984). <i>Buddhism the religion and its culture</i>, Colombo: Dharmaduta. 7. Hazra, K. L. (1982). <i>History of Theravada Buddhism in South-east Asia</i>, New Delhi. 8. Jayatileke, K. N. (1972). <i>Ethics in Buddhist Perspective</i>, Kandy: BPU. 9. Masuda, J. (1925). <i>Origin and Doctrines of Early Indian Buddhist Schools</i>, (Tr. Shyuan Tzang's version of Vasumitra's treatise) Asia Major, Leipzig, Vol. ii, (pp.1-78). 10. Mcgoveru, W. M. (1997). <i>An Introduction to Mahāyāna Buddhism</i>, Delhi: Munshiram Manoharlal. 11. Puri, B. N. (1987). <i>Buddhism in Central Asia</i>, Delhi: Motilal Banarsidass. 	

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BUDDHIST PSYCHOLOGY

Course Unit Code:	BUPH 13014	
Course Unit Name:	Introduction to Buddhist Psychology	
Credit Value:	4	
Core/Optional:	Compulsory	
Aim / Intended Learning Outcomes:		
At the completion of this course unit, students will be able to		
<ol style="list-style-type: none"> 1. identify the scope of Buddhist psychology 2. point out psychological teaching in the Buddhist Canon 3. distinguish the salient characteristics of Buddhist psychology 4. value the importance of Buddhist psychology 5. discuss the Buddhist psychological interpretation of cultural and religious beliefs 6. analyze the structure and functions of mind 7. read the Buddhist texts of psychological significance 8. analyze the mental states 		
Content:		
Scope of Buddhist psychology, importance of Buddhist psychology in the modern social context, Buddha's interpretation of individual and its psychological significance, Buddha's interpretation of contemporary cultural and religious beliefs and practices and their psychological foundation, acquaintance of sutta literature and their psychological significance, acquaintance to commentarial literature and the psychological elements reflected in it, early Buddhist view of Individual, structure and functions of mind, sensory system and objective world, human behavior and its impact, <i>Vinayapitaka</i> and its psychological significance, Buddhist psycho-ethics, Psychological elements in the code of ethics, Buddhist view of human behavior, acquaintance of <i>Abhidhammic</i> Teachings, analysis of consciousness, analysis of mental concomitants, influential elements of mind and its functions, significance texts of Buddhist psychology, introduction to <i>Visuddhismagga</i> as a handbook of Buddhist Psychology, psychiatric significance of Jataka stories, <i>Dhammapadatthakathā</i> and character analysis		
Teaching / Learning Methods:		
Lectures, discussions, exercises, assignments, workshops, group activities, field studies		
Number of Notional Hours - 200		
Lectures / Tutorials / Presentations / Practical Sessions – 60 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 140 hrs	
Evaluation and Assessment		
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Final Assessment - 60% Answer 4 out of 8 questions in 3 hrs	
References / Reading Materials:		
<ol style="list-style-type: none"> 1. Bootzin, R. R., Bower, G. H., Crocker, J., Hall, E. (1991). <i>Psychology Today an Introduction</i>, 7th edition., McGraw Hill. 2. Caroline, A. F., Rhys, Davids (2018). <i>Buddhist Psychology: An Inquiry into the Analysis and Theory of Mind in Pali Literature</i>, Forgotten Books 3. de Silva, Padmasiri (1976). <i>Tangles and Webs</i>, Colombo. 4. de Silva, Padmasiri (2014). <i>An Introduction to Buddhist Psychology and Counselling</i>, London: Palgrave Macmillan. 5. Edwina, Pio (1988). <i>Buddhist Psychology, A Modern Perspective</i>, New Delhi. 6. Gnanasiri, S. (2000). <i>Psychology in Buddhist Literature</i>, Nedimala, Colombo: Buddhist Cultural Centre. 		

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Course Unit Code:	BUPH 13014
Course Unit Name:	Introduction to Buddhist Psychology
7.	Jayasuriya, W. F. (1988). <i>The Psychology & Philosophy of Buddhis: An Introduction to the Abhidhamma</i> , Malaysia: Buddhist Missionary Society.
8.	Kalupahana, David J. (1987). <i>The Principles of Buddhist Psychology</i> , New York: State University, New York.
9.	Sarthchandra, E. R. (1958). <i>Buddhist Psychology of Perception</i> , Colombo.
10.	Segall, S. R. (2003). <i>Encountering Buddhism: Western Psychology and Buddhist Teachings</i> , Albany: State University of New York Press.

Course Unit Code:	BUPH 13022
Course Unit Name:	Buddhist Meditation
Credit Value:	2
Core/Optional:	Optional
Aim / Intended Learning Outcomes:	
At the completion of this course unit, students will be able to	
1. introduce Buddhist meditation	
2. introduce non-Buddhist meditation systems	
3. explain main objective of Buddhist meditation	
4. describe the place of meditation in the path to Nibbana	
5. show different meditation objectives (arammana)in Buddhism	
6. clarify the importance of meditation in day-to-day life	
7. show the benefits of meditation in developing personality and life conducts	
8. show the psychophysical benefits of meditation.	
Content:	
Past and present of meditation, how to begin meditation practice, Canonical sources on meditation, subjects (kammattana) for meditation, meditation on the qualities of the Buddha, loving-kindness meditation, meditation on death, four foundations of meditation, meditation objectives found in the Visuddhimagga, meditation in the gradual path to emancipation, meditation for daily life, meditation for physical and mental health, psycho-physical disorders; worry and fear, <i>citta, mano</i> and <i>vinnana</i> , mind culture; mind development and peace; insight meditation leading to self-control, <i>sila, samadhi</i> and <i>pannā, nibbana</i> - the supreme bliss	
Teaching / Learning Methods:	
Lectures, discussions, exercises, assignments, workshops, group activities, field studies	
Number of Notional Hours - 100	
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs
Evaluation and Assessment	
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Final Assessment - 60% Answer 4 out of 8 questions in 2 hrs
References / Reading Materials:	
1. Burns, D. M. (1994). <i>Buddhist Meditation and Depth Psychology</i> , Kandy: Buddhist Publication Society.	
2. Goleman, D. (1976). <i>Meditation and Consciousness: An Asian Approach to Mental Health</i> , American Journal of Psychotherapy, Vol.30. 3.	

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Course Unit Code:	BUPH 13022
Course Unit Name:	Buddhist Meditation
3.	Nyanaponika, Thera (1954). <i>The Heart of Buddhist Meditation: A Handbook of Mental Training based on the Buddha's Way of Mindfulness</i> , York Beach, ME: Samuel Weiser.
4.	Sumanapala, Galmangoda (2002). <i>An Introduction to the Methods of Meditation in Theravada Tradition</i> , Singapore: Buddhist Research Society.
5.	Nauriyal, D. K. (ed.) (2011). <i>Buddhist Thought and Applied Psychology: Transcending the boundaries</i> , London: Rout ledge-Curzon.
6.	Ven Sujiva (1995). <i>Loving Kindness Meditation</i> , Buddha Dharma Association Inc.
7.	Rosenberg, L. (1998). <i>Breath by Breath: The Liberating Pactice of Insight Meditation</i> , Boston: Shambala.

Course Unit Code:	BUPH 13042
Course Unit Name:	Mindfulness Practice and its Modern Applications
Credit Value:	2
Core/Optional:	Optional
Aim / Intended Learning Outcomes:	
At the completion of this course unit, students will be able to	
1. introduce what is mindfulness	
2. discuss present interest and practice of mindfulness	
3. explain expected benefits from mindfulness practice	
4. show fundamental Buddhist sources on mindfulness	
5. describe basic characteristics of mindfulness	
6. modern application of Buddhist practice of mindfulness	
7. clarify mindfulness-based stress reduction methods	
8. introduce mindfulness based cognitive therapy for depression	
9. show the importance of non-judgmental approach	
10. describe how mental disorders could be healed through mindfulness practice	
Content:	
Buddhist concept of mindfulness, ancient contemplative traditions and modern secular interpretations, meaning and definition, non-judgmental observation, acceptance, impartial watchfulness, non-conceptual awareness, present moment awareness, non-egotistic alertness, awareness of change, participatory observation, ethical foundations and spiritual ethos modern application as a therapeutic strategy, mind-body medicine, psychotherapy, psychiatry, education, leadership and management, mindfulness based stress reduction, pain management, mindfulness based cognitive behavioural therapy, practice of gratitude, check in with body, paying attention to heart, fire up five senses, observe thoughts, mindful eating and wide range of other theoretical and practical domains, extension of the range and application of mindfulness	
Teaching / Learning Methods:	
Lectures, discussions, exercises, assignments, workshops, group activities, field studies	
Number of Notional Hours - 100	
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs
Evaluation and Assessment	
Continuous Assessment - 40%	Final Assessment - 60%

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Course Unit Code:	BUPH 13042
Course Unit Name:	Mindfulness Practice and its Modern Applications
Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Answer 4 out of 8 questions in 2 hrs
References / Reading Materials:	
<ol style="list-style-type: none"> 1. Batchelor, S. (1994). <i>The awakening of the West: The encounter of Buddhism and Western culture</i>, Berkeley, CA: Parallel Press. 2. Bhikkhu Katukurunde Nānānanda (2012). <i>Concept and Reality in Early Buddhist Thought</i>, Sri Lanka: Dharma Grantha Mudrana Bhāraya. 3. Gunaratana, Henepola (2011). <i>Mindfulness in Plain English</i>, Wisdom Publications. 4. Gunaratana, Henepola (2017). <i>Loving-Kindness: The Practice of Metta</i>, Wisdom Publications. 5. Kabat-Zinn, J. (1994). <i>Mindfulness Meditation for Everyday Life</i>, London: Piatkus. 6. Kabat-Zinn, J. (2005). <i>Coming to Our Senses</i>, London: Piatkus. 7. McMahan, David L. (2008). <i>The Making of Buddhist Modernism</i>, Oxford University Press. 8. Nyanaponika Thera (1954). <i>The Heart of Buddhist Meditation: A Handbook of Mental Training based on the Buddha's Way of Mindfulness</i>, York Beach, ME: Samuel Weiser. 9. Nauriyal, D. K. (ed.) (2011). <i>Buddhist Thought and Applied Psychology: Transcending the Boundaries</i> London: Routledge-Curzon. 10. Sayadaw, Mahasi (2016). <i>Manual of Insight</i>, Wisdom Publication. 11. Segal, Z.V., Williams, J. M. & Teasdale, J. D. (2002). <i>Mindfulness-Based Cognitive Therapy</i>, New York: Guildford Press. 12. Segall, S. R. (ed.) (2003). <i>Encountering Buddhism: Western Psychology and Buddhist Teachings</i>, Albany: State University of New York Press. 	

Course Unit Code:	BUPH 13062
Course Unit Name:	Buddhist Analysis of Mind and Mental States
Credit Value:	2
Core/Optional:	Optional
Aim / Intended Learning Outcomes:	
At the completion of this course unit, students will be able to	
<ol style="list-style-type: none"> 1. outline the Buddhist teachings on mind and physical elements 2. become familiar with Buddhist method of analysis and synthesis 3. distinguish Buddhist theory of human perception 4. classify the issues related to human expectations, bondage, and motivation 5. analyze the psychophysical elements 6. resolve the problem of mind-body relationship illustrate the impact of mental concomitants on human mind 7. find out the causality of human mentation 	
Content:	
(i) Buddhist view on Psychophysics, Buddhist method of analysis and synthesis, its objectives and scope	
(ii) Psychological foundation of Buddhist teachings, Buddhist emphasis on mental phenomena and their impact, Buddhist teachings on discrimination, perception and its psychological foundation, Issues related to human expectations, bondage and motivations	
(iii) Buddhist teachings on causality, mind-body relationship and functions, nature of mental functions and causation, mind-body relationship, and its impact on human behavior	

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Course Unit Code:	BUPH 13062	
Course Unit Name:	Buddhist Analysis of Mind and Mental States	
<p>(iv) Buddhist teachings on faculties, sensations, stimuli and sensory processing mechanisms and stages, sensory faculties and subjective-objective world, sensations and Buddhist interpretation of internal and external stimuli, sensory processing mechanisms</p> <p>(v) Mental concomitants and their functions, analysis of mental concomitants, the nature and functions of mental concomitants, the impact of mental concomitants on human mind</p>		
Teaching / Learning Methods:		
Lectures, discussions, exercises, assignments, workshops, group activities, field studies		
Number of Notional Hours - 100		
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs	
Evaluation and Assessment		
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities		Final Assessment - 60% Answer 4 out of 8 questions in 2 hrs
References / Reading Materials:		
<ol style="list-style-type: none"> 1. Kabat-Zinn, J. (2005). <i>Coming to Our Senses</i>, London: Piatkus. 2. Mark, Epstein (2004). <i>Thoughts without a Thinker: Psychotherapy from Buddhist Perspective</i>, Yale University Press. 3. Mark Epstein, (2008). <i>Psychotherapy without the Self: A Buddhist Perspective</i>, Yale University Press. 4. Brazier, David (2002). <i>The Feeling Buddha: A Buddhist Psychology of Character, Adversity and Passion</i> Paperback. 5. Segal, Seth Robert (2003). <i>Encountering Buddhism, Western Psychology and Buddhist Teachings</i>. 6. Segal, Zindel V. J., William, Mark G. & Teasdale, John D. (2002). <i>Mindfulness-Based Cognitive Therapy for Depression</i>, NY: Guilford. 7. William. J. Mikulas (2007). <i>Buddhist and Western Psychology</i>, Journal of Consciousness Studies. 8. Waldron, William S. (2003). <i>The Buddhist unconscious: the ālaya-vijñāna in the context of Indian Buddhist thought</i>. Routledge. 		

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PALI

Course Unit Code:	PALI 13022	
Course Unit Name:	Introduction to Pali Grammar	
Credit Value:	2	
Core/Optional:	Optional	
Aim / Intended Learning Outcomes:		
At the completion of this course unit, students will be able to		
<ol style="list-style-type: none"> 1. write down the Pali alphabet and its divisions 2. write and copy down Pali passages with correct diacritical marks 3. pronounce Pali letters, prose, and verse lines articulately 4. describe categories of Pali nouns and verbs 5. write down Pali declension and conjugation tables by memory 6. analyze Pali combinations and show their divisions 7. explain Pali grammatical components such as <i>Samāsa</i>, <i>Taddhita</i>, <i>Kitaka</i>, <i>Nipāta</i>, <i>Upasagga</i> and syntactical uses of cases 8. describe Pali sentence patterns in Pali prose and verse passages 9. translate Pali excerpts to English 10. compose simple Pali sentences. 		
Content:		
Pali alphabet, its divisions, Pali pronunciations, grammar components such as euphonic combinations (sandhi), nouns (nāma), verbs (kriya), nominal compounds (samāsa), secondary and primary derivatives (taddhita and kitaka) particles (nipāta/upasagga), numerals, nominal and verbal cases, Moods (vibhatti), Pali sentence patterns, Pali translations and formation of Pali sentences		
Teaching / Learning Methods:		
Lectures, discussions, exercises, assignments, workshops, group activities, field studies		
Number of Notional Hours - 100		
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs	
Evaluation and Assessment		
Continuous Assessment - 40% Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Final Assessment - 60% Answer 4 out of 8 questions in 2 hrs	
References / Reading Materials:		
<ol style="list-style-type: none"> 1. Anuruddha, Kakkapalliye (2010). <i>A Guide to the Study of Pali</i>, Hong Kong. 2. Ananda Maitreya, Balangoda (1997). <i>Pali Made Easy</i>, Dehiwala: Buddhist Cultural Centre. 3. Gnanaratana, Nabirittankadawara (2021). <i>A Pali Grammar for Tripitaka Studies</i>, Sri Lanka: University of Kelaniya. 4. Buddhadatta, A. P. (1937). <i>New Pali Course, I & II</i>, Colombo: Buddhist Cultural Centre. 5. James W. Gair & W. S. Karunatilake (2005). <i>A New Course in Reading Pali</i>, Delhi: Motilal Banarsidass. 6. de Silva, Lily (1994). <i>Pali Primer</i>, Igatpuri, India: Vipassana Research Publication. 7. Geiger, W. (1956). <i>Pali Literature and Language</i>, Tr. Batakrihna Ghosh, Calcutta. 8. Dhammajoti, K. L. (2025). <i>Reading Buddhist Pali Texts</i>, The Buddha-Dharma Centre of Hong Kong. 		

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Course Unit Code:	PALI 13032
Course Unit Name:	Selected Readings in Pali Literature
Credit Value:	2
Core/Optional:	Optional
Aim / Intended Learning Outcomes:	
At the completion of this course unit, students will be able to	
<ol style="list-style-type: none"> 1. read and copy down Pali canonical and commentarial passages 2. employ correct diacritical marks in writing 3. recite by memory the more important and necessary verses and phrases 4. show different styles of Pali compositions 5. give the meaning and translate the passages or discourses into English/Chinese 6. describe the meaning of the discourses 7. analyze the grammar of words and sentences 8. produce scientific and philosophical presentations on Pali works 	
Content:	
Selected texts: Samyuttanikaya 1 (<i>Brahma samyutta</i>), Anguttaranikaya 1 (<i>first five vaggas</i>), <i>Udanapali</i> (Jaccanda vagga), Dhammapada (Cittavagga), <i>Dhammapadatthakatha</i> (<i>Cakkhupalavatthu</i>). Under this course unit, reading Pali passages, copying down, recitation, understanding of the meaning, translation of passages, analyzing the content and grammar as well as producing scientific and philosophical presentations on Buddhist concepts are expected	
Teaching / Learning Methods:	
Lectures, discussions, exercises, assignments, workshops, group activities, field studies	
Number of Notional Hours - 100	
Lectures / Tutorials / Presentations / Practical Sessions – 30 hrs	Self-study / Homework / Field Visits / Surveys / Social Activities – 70 hrs
Evaluation and Assessment	
Continuous Assessment - 40%	Final Assessment - 60%
Assignments / Quizzes / Surveys / Presentations / Matrix / Field Studies / Memory Tests / Practical Activities	Answer 4 out of 8 questions in 2 hrs
References / Reading Materials:	
<ol style="list-style-type: none"> 1. Anuruddha, Kakkapalliye (2010). <i>A Guide to the Study of Pali</i>, Centre for Buddhist Studies, The University of Hong Kong. 2. Bodhi, Bhikkhu (2020). <i>Reading the Buddha's Discourses in Pali</i>, Wisdom Publication. 3. Dhammajoti, K. L. (2025). <i>Reading Buddhist Pali Texts</i>, The Buddha-Dharma Centre of Hong Kong. 4. Gnanaratana, Nabirittankadawara (2021). <i>A Pali Grammar for Tripitaka Studies</i>, Sri Lanka: University of Kelaniya. 5. Gair, James W., Karunatilake, W. S. (2005). <i>A New Course in Reading Pali</i>, Delhi: Motilal Banarsidass. 6. Norman, K. R. (1988). <i>Pali Literature</i>, London: PTS. 7. Pande, G. C. (1974). <i>Studies in the Origins of Buddhism</i>, Delhi. 8. Warder, A. K. (1961). <i>The Pali Canon and its Commentaries</i>, London. 9. Warder, A. K. (1980). <i>Indian Buddhism</i>, Delhi: Motilal Banarsidass. 	

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